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# School Life



## ◀ A Custom in a Tokyo Library (Read inside front cover)

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The cover illustration: Children wash and disinfect hands before touching books in the Diet Library, Tokyo, Japan. A sign directs all comers to purify their hands before reading. The basins are labeled "water" and "disinfectant." (Photo used by special permission from the National Geographic Magazine.)

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### School Life Spotlight

"... Research has struck effective blows at the dogma of 'formal discipline'..."  
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"... Talk the customer's language; use terms he understands and approves; if necessary, sacrifice a certain degree of technical accuracy..." p. 98

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"... The need for civil defense and the nature of civil defense must be explained and defined to the large segment of society which our schools serve directly..."  
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"... Radio can no more teach of and by itself than can a blackboard or a map..." p. 104

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"... There are few communities today... where all homemakers are giving full time to homemaking..." p. 111

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."



# Research—Education's Gibraltar

by Herbert S. Conrad, Chief

Research and Statistical Standards, Office of Education

IT MAY be profitable to review a few of the advances in education that are based at least in part on research.

1. At the head of the list, I should say, is the recognition and emphasis given by educational research to individual differences among pupils. In an educational system serving millions, individual differences represent a very inconvenient and expensive fact. Educational research has helped to prevent individual differences from being swamped by demands for economy, and by the specious rationalization of "equal" treatment for all.

2. Research has struck effective blows at the dogma of "formal discipline." There still remain some adherents of the view that a hard subject, unrelated to the child's interests, and unpleasantly taught, will stiffen the child's moral fibre and produce a love of learning. But research has helped to soften the impact of this dogma.

3. Recognizing the fact of individual differences and the fallacy of "formal discipline," research has led to diversification and adaptation of the curriculum. The curriculum is, of course, the very heart of education; and the importance of curriculum development in the last 30 or 40 years can scarcely be overemphasized.

4. Research has led to definite improvements in teaching methods and teaching aids. At least in some instructional areas, pupils are definitely learning faster; they are learning more pleasantly; and they apply their learning more widely and intelligently. These benefits have extended, to some extent, even to the college level.

5. Research has led to improvements in school organization. These improvements are manifold; but one outstanding gain is the development of larger administrative units and the growth of the consolidated rural school.

6. Research has led to improvements in school construction, giving us better built,

better arranged, better lighted, more economically maintained, and safer buildings than we have had in the past.

7. Research in school finance has led to improved financial support for local school districts—in part through the organization of larger administrative units, but principally through State aid.

8. Finally, in this short list, must be mentioned improved methods in educational research itself.

We may take great pride in these achievements of educational research.

Nevertheless, all of us know that research is far from adequate for many of the problems confronting education. The question we should consider is: *How can educational research be strengthened so as to increase its contribution to educational policy and practice?* One answer that is often given—and I think it is a good one—is to make educational research *more practical*. Just what does this mean?

To me, practicality in educational research embodies many virtues:

**This article is an adaptation of an address originally made by Doctor Conrad before the Third Annual State Conference on Educational Research at Santa Barbara, Calif., late in 1951. The conference was sponsored by the California State Advisory Council on Educational Research and the California State Teachers Association. It is believed that SCHOOL LIFE readers will welcome Doctor Conrad's summarization of educational advances traceable to past research, and will note with interest his broad outline of a program of practical educational research.**

1. The problems studied in practical educational research are not primarily theoretical or academic; *they have their origin in actual educational operations*—in the classroom, in practical administration, in problems of financing the schools, in school construction, in public relations, etc.

2. Practical educational research looks toward application of its findings. This affects the technique of research itself; it means that the researcher must, so far as possible, obtain *participation* in the plan and program of research *by the persons who will first apply the research*.

3. Practical research gives emphasis to the question of *how to do it*. For example, having established a need for adapting a school to individual differences, the question is, *how to do it*—by homogeneous grouping? by a diversified curriculum? by broader extra-curricular or co-curricular opportunities? Each of these possible methods has a contribution to make, both individually and as part of a coordinated, balanced program; but each, on the other hand, has certain operating hurdles to overcome. Practical research increases the proportion of successful applications, by study of *how to do it*.

4. Practical research does not ignore any highly significant element of a problem. It aims to be as comprehensive and complete as possible; and it recognizes incompleteness as a prime source of invalidity. All kinds of factors require consideration in practical research: for example, the delayed or permanent effect, if any, of a proposed change; the cost; and the reaction of a host of persons whom the school administrator must take into account—namely, the pupils; the teachers; the school board; the parents; the public at large; publicists (reporters, editors, radio commentators, etc.); and a whole variety of more or less interested and powerful pressure groups. No research, of course, can be entirely complete. There

are degrees of completeness; but surely, on a scale of completeness, the typically fragmentary and uncoordinated research of university students does not rate very high. Practical research in general requires a programmatic, coordinated, cooperative attack. We have too little of this at the present time.

5. Practical research *disseminates its findings*. The function of research is to illuminate. Research that stays buried in library archives does not accomplish this purpose.

6. One type of research attempts to discover something *new*, to extend the frontiers of our basic knowledge and understanding. There is another type of research—more humble, but often equally valuable—that may be called “operations research.” Here the aim is simply to evaluate the success of an operation, or of some particular aspect of the operation. In this type of research, the emphasis is upon measurement or fact-finding. Usually, of course, the facts are somewhat less than perfectly satisfying. This may lead to proposals for a change in operations: whereupon there again arises a need for research and fact-finding.

### A. Practical Type

Unfortunately, the operations type of research has not received its fair share of emphasis or respect. This type of research is eminently practical; for the most successful management of a school system, it is indispensable. I cannot help wondering, for example, whether the disturbing “Pasadena story” might have ended more happily had it been possible to employ modern polling methods to gauge the temper of the public in advance of curricular changes.

7. Practical educational research recognizes that education takes place in a social matrix. Thus, in studying the effectiveness of vocational guidance, it is necessary to recognize that the child’s home may support or oppose the philosophy underlying the guidance offered by the school. A study of teacher-morale must take into account numerous factors, including: teachers’ salaries and expenses, compared to those of other governmental and nongovernmental employees; the trend in teachers’ salaries versus the trend in the Consumers’ Price Index; supply and demand factors in teaching and in other professions or occupations; the relation between the teachers’ social background and present social pres-

ures or demands; etc. Similarly, in educational finance, it would be essential to consider not only the distribution of taxable property and income, but also the extent of noneducational claims on public funds (defense, war pensions, roads, social security, etc.). Both in its planning, in its interpretation of results, and in its recommendations for action, practical research recognizes the complex interlacing of educational and socio-economic elements. Unfortunately, the typical university thesis or dissertation often fails to do this, partly because the departmental organization of the university commonly fails to encourage a truly broad, interdisciplinary approach.

8. Finally, practical research must proceed with due regard to existing limitations. Thus, practical research must proceed with recognition of limitations that may be imposed by law—laws, in general, are not easily or quickly changed. Similarly, practical research must proceed with due regard to the existing school plant and facilities. Again, practical research must take into account the pertinent capacity or training of the current teaching staff, and the degree of understanding and enlightenment of the public. Finally, practical research must proceed with due regard to limitations of funds—and especially the funds available to prosecute the research: in general, it is foolhardy to undertake a \$25,000 research program on a \$5,000 budget.

### Goals of Practical Research

So much for the methods of practical research. The goal of practical research is application. Application can take many forms. The net results, however, are perhaps classifiable under four heads: (1) Greater economy: practical research can make the educational dollar go farther; (2) the extension of education: more education for more persons; (3) the improvement of education: better education to persons at all levels; and (4) the protection of educational gains already achieved. This last is a *defensive* goal of practical research, but not for that reason any the less important. In certain leading educational communities education is now actually in a defensive position, suffering vicious attacks. These attacks require that the superintendent be able to point to *currently proved* facts which demonstrate the basic soundness and economy of his system. Too few boards of education and superintendents have been

willing to spend enough of the scarce educational dollar for operations research; as a consequence, when they are exposed to attack, they find themselves without the hard facts needed for effective defense or counterattack.

### Funds for Research

A practical discussion of research requires attention to the problem of *funds* for research. The proportion of educational funds going to research in the field of education is extremely small. How can the proportion be increased? This question is so important that almost any one’s suggestions may be worth consideration. My suggestions can be summarized under five heads:

1. *Start with the customers*. Find out what the customers know, or think they know, about education; find out (as specifically as may be useful) what they want from education; and if these wants are based on misinformation or misconceptions, set about aggressively to supply the pertinent facts. Talk the customer’s language; use terms he understands and approves; if necessary, sacrifice a certain degree of technical accuracy and brevity for the sake of better comprehension. The term “core curriculum,” for example, carries little popular punch or meaning (“combined courses” might be more understandable); and the term “current expenditures,” while brief, is not nearly so vivid as its component elements (namely, teachers’ salaries, textbooks, maintenance and operation of school plant, etc.).

Who are the “customers” or final authorities that I am talking about? They are numerous and varied. Included first of all are the pupils—whose opinions and accomplishments directly or indirectly, immediately or ultimately, influence all other groups. Also included, of course, are the parents of pupils, and other persons in the general (voting) public. More closely authoritative, normally, is the school board—and sometimes, also, the town council and the mayor. Finally there are the various organized groups: the PTA, the League of Women Voters, the service organizations, the labor unions, the employers’ councils, the tax leagues, and still other groups which from time to time display interest and exert influence. Not each of these various groups or “customers,” of course, is equally im-

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# Civil Defense and the Schools

by Clyde W. Meredith, Chief,

Schools Branch, Federal Civil Defense Administration

IT IS no longer a question whether or not we shall teach civil defense, but rather one of how and to what extent it shall be taught in our schools. Concepts of civil defense now form a part of our way of life, made necessary by the persistent international tensions and the knowledge of atomic warfare now held by our enemies.

In any future large-scale conflict, the whole world would become a war front. Americans, for the first time, must realistically consider the possibility of their front yards being a part of the battlefield. As a leading power, our nation would unavoidably be involved, both as a participant in open hostilities, and as a part of vulnerable territory.

In order to provide as realistically as possible for the present and future defense of American homes, families and properties, Congress enacted the law that brought the Federal Civil Defense Administration into existence. The problem now confronting our teachers pertains to the role they are to play in order to assure our young citizens an adequate preparation for the responsibilities this age has thrust upon them. In this, as usual, the teacher assumes a key role. To carry out that role, and to discharge the obligations it entails, the teacher is required to interpret a complex situation in a manner that will help children, youth and adults to cope with the demands of an

atomic age with its scientific potentials for mass destruction.

The Federal Civil Service Defense Agency has the responsibility of providing guidance and consultative services to the schools as they develop their local civil defense programs. The need for civil defense and the nature of civil defense must be explained and defined to the large segment of society which our schools serve directly. It is to the schools that the Federal Civil Defense Administration looks for assistance in planning a long-range education program which will obtain so long as international tensions persist.

The Federal Civil Defense Administration seeks to enlist the leadership of the schools in working out the curriculum revisions and the necessary adaptation of courses to achieve the essential understanding that will lead to the maximum protection of people. We can conceive of certain guiding principles which may form a basis for a sound program of education in civil defense in the schools. Such principles were evolved from a conference held last fall in the conference room of the National Education Association in Washington, participated in by representatives of the U. S. Office of Education, the American Council on Education, the National Commission on Safety Education, the National Catholic Education Association, the Association for Childhood Education Inter-

Once again the schools and the teachers of the Nation are called upon to undertake a new task. It is an urgent task, directly involving the daily personal safety and security of more than one-fifth of our total population; that fifth is the *dependent* fifth. Our future as a free people may well be determined by the skill and promptness with which our system of education is able to respond to the conditions that make necessary the development of civil defense education.

—William Ransom Wood,  
*Liaison for Civil Defense,  
U. S. Office of Education.*

national, the American Association of University Professors, the Association of American Colleges, representatives from the Federal Civil Defense Administration, and Executives of the National Education Association.

As a result of that conference the following guiding principles are cited as among those that were agreed upon as a basis for planning civil defense education:

1. The entire program shall be based upon recognized and established educational principles accepted by educational leadership. These basic principles rule out immediately any program based on fear propaganda. The concepts of the new atomic era, while presenting a vast reservoir to be explored, should be discovered, interpreted, and apprehended, through the regular learning processes. Positive motivation is the keynote. Motivation by fear should not be introduced as a technique.



To dramatize the story of civil defense, 3 convoys of 10 trucks each, carrying exhibit material for display in armories and auditoriums, left Washington after a preview showing. They are touring the country, coast to coast, and expect to cover the principal cities of 36 States by June.

2. The educational phase of the civil defense program should be presented through the recognized channels of U. S. education. Civil defense education is a problem for all educational leaders. Consequently, the Federal agency responsible for its direction should enlist the assistance of all educational organizations as associates in meeting the problem.

3. Civil defense education should be conceived both as an immediate need involving emergency features for schools relative to the saving and preservation of life, and also as a long-term program involving the re-orientation educational program for the new atomic era demanding a new way of life.

4. Civil Defense officials in planning the educational aspects of its program should at every step involve representatives who are active in the field of education as consultants. On the school level, teachers should participate in developing programs and materials.

5. In the development of materials to be used in civil defense education, care should be taken to orient the content toward the local level and its educational problems.

6. A plan should be followed to help all school people in whatever communities they may be located understand the civil defense role which they may be expected to play.

7. Present facilities and curriculum in the schools and colleges of the nation can serve as an established framework through which civil defense education may be introduced.

8. There should be stress on the importance of civil defense planning as a part of our Nation's strength in preserving peace, and of our ability to wage war if attacked.

9. Educational institutions of the Nation should be used to build wide public support for civil defense activities in the community, State and Nation.

10. Projects involving parents should be utilized by teachers as an effective way of educating parents in civil defense.

These principles have been studied in various conferences and workshops with State and city superintendents. From them a strong program of civil defense education can be developed. It is hoped that educators in all parts of the country will become increasingly interested in this new phase of education.

## C. A. P. Educational Scholarships

For the first time Civil Air Patrol, which is a civilian auxiliary of the United States Air Force, has announced a plan whereby an anticipated 100 teacher scholarships are to be made available by the C. A. P. wings in each State. The University of Colorado is to be the center of an Aviation Education Workshop from July 23 to August 26, 1952, which these scholarship teachers will attend.

The purpose of the workshop is to interest teachers in learning how to use aviation in the school curriculum. This workshop will also develop key persons in many parts of the country who will know the aims, content, and methods of the C. A. P.—High School Coordinated Program, and be prepared to cooperate with it.

A capable faculty has been arranged, and the C. A. P. has announced that other teachers may attend this workshop by paying a nominal tuition fee. Preliminary enrollment has already reached the hundred mark, assuring the operation of this Aviation Education Workshop.

## A POSTER FOR CIVIL DEFENSE



## Flash Reviews —of New Office of Education Publications

*All of these publications are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.*

SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE AT INSTITUTIONS OF HIGHER EDUCATION. By Theresa Birch Wilkins. Office of Education Bulletin 1951, No. 16. 248 pages, 55 cents. Since the last publication of *Scholarships and Fellowships Available at Institutions of Higher Education* by the Office of Education as Bulletin 1936, No. 10, innumerable requests for current information have been received from school and college officials, parents, high-school and college students, and other persons interested in extending college opportunities to greater numbers of capable students. This bulletin reports information about financial aids for undergraduate and graduate study available at and administered by colleges and universities throughout the country. The information will be helpful to a vast number of students who may be eligible to receive scholarships or fellowships.

THE FINANCING OF STATE DEPARTMENTS OF EDUCATION. By Fred F. Beach and Clayton D. Hutchins. Office of Education Miscellany No. 15. 83 pages. 1951. 45 cents. Prepared with the cooperation of the Study Commission of the National Council of Chief State School Officers. It constitutes the third publication in the State department of education series. Two already issued are: *The Structure of State Departments of Education*, 1949 (50 cents), and *The Functions of State Departments of Education*, 1950 (40 cents).

*The Financing of State Departments of Education* provides basic information on current practices for all States, analyzes common elements of development, and sets forth basic issues which are yet unresolved. No comprehensive study of the financing of State departments of education has previously been made. This study should be helpful to State legislators, members of State boards of education, chief State school officers and their staffs, students of admin-

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## Notes on a Conference—

# Improving Education for Children

by the Staff of the Elementary Schools Section, Division of State and Local School Systems, Office of Education

AS PART of its program of Improving Education for Children\* the Elementary School Section of the Office of Education sponsored a three-day conference which was attended by representatives of 23 State Departments of Education. The conference, held in Washington on February 4, 5, and 6, provided an opportunity for these State Consultants in Elementary Education to exchange views, information, and plans concerning some of the important problems in elementary education. The following States were represented: California, Colorado, Connecticut, Delaware, Georgia, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Virginia, West Virginia, and Wisconsin.

A program for Improving Education for Children on a national scale is necessarily broad in scope. Three days is a short period. Consequently, only five important problems were selected by the group for consideration. These problems were concerned with teaching of the 3 R's, acquainting parents and others with the work of the schools, developing a sound program of emergency activities, improving the education of children of migrant farm workers, and providing a more effective education for children in 7th and 8th grades.

The detailed deliberations of the conference will be issued in report form to those present, but since the problems are of general interest to all persons in education, the Elementary Section Staff presents here a summary of the discussion of each of the major problems.

### The 3 R's

*What are the current problems involved in teaching the three R's?*

\*See SCHOOL LIFE, Vol. 34, No. 4, January 1952, *Improving Education for Children*, a description of the general plan.

Admittedly in a 2-hour session, a discussion can only scratch the surface of a problem so involved as this. It was the consensus of the group that one important problem involved here is that of helping everyone concerned—the public as well as teachers and administrators—to be better informed about the changes in philosophy of teaching, as well as the changes in conditions under which learning takes place. They must realize that today's schools are different from those of yesterday, that we are today attempting to teach *all* of the children instead of a selected few, that research findings have indicated the importance of a change in methods of instruction and that our knowledge of child growth and development has given us greater insight into how learning takes place. It is important that we help people to see that achievement in the three R's is indeed con-

sistent with the factors involved. It is also essential that we increase our ability to back this statement up with wider observation and extended research.

The conference stressed the importance of relating school practices, especially those concerned with teaching and learning the three R's, to a sound philosophy of education. In this connection educators should, as rapidly as possible, develop a more thorough understanding of some of the common elements of a "program for democratic living." Even though children who live in different places need different programs, in some respects, there are important things that all children everywhere need.

Despite the fact that we teach the skills better than ever, we must emphasize the fact that this is but one function of the schools and that we, at the same time, must concentrate on a broad program of educa-



While their mothers are employed away from home these children attend a day care center where there are opportunities for group work and play. The care of such children presents many problems which are being dealt with through joint planning by State Departments of Health, Welfare, and Education.

tion for children. In connection with this emphasis, the conference members stressed repeatedly, the importance of "learning to communicate about school problems in everyday words, so that we will be understood by lay people and nonteaching professional groups and so that among ourselves as professional educators we will have a clearer picture of our problems and how to solve them."

### More Careful Planning

Emphasis was also placed on the importance of more careful planning with lay people and non-teaching professional groups both to help discover more clearly what we ought to teach and at the same time help all individuals concerned to gain a clearer understanding of the school program and the philosophy under which it operates. The conference concluded also that, "We should find more ways of using the findings of research to improve teaching and learning. We should develop a continuous program for the elementary school and the high school and so smooth out the break between the two and eliminate gaps in learning. We should make it possible for teachers of all levels to plan together and thus educate themselves as they teach." Although this statement was being thought of in connection with the teaching of the three R's, it was emphasized as important to all teaching. This illustrates the overlapping that existed in the discussion of all of the problems of the conference.

### The Schools and the Public

Another problem of the conference was: *How can parents and other citizens be more effectively acquainted with the aims, methods and results of our school program?* The importance of including parents and other citizens as partners in education was recognized as a challenge to educators in every community of the Nation. Many of the difficulties which arise in the relations between parents and other laymen in the community stem from lack of information and understanding of the aims and methods used in the modern school today. How to build effective public relations is a problem which must be solved if schools are to hold the confidence and support of the public.

Further deliberation emphasized the following ideas: "When much criticism is leveled at the schools, educators need to meet it with a receptive ear rather than be-

come defensive. Often the criticism of parents and citizen groups indicates a desire on the part of the public to know more about the schools. Their interest needs to be turned into constructive channels lest the schools find the energies of these groups exerted against them."

Looking at some of the problems which have created the need for better relations with parents and citizen groups, the conference listed such things as: the large number of teachers who are holding emergency certificates and are poorly prepared for teaching; the tremendous expansion of the school population; the large number of parents who have moved into new communities and expect to find schools just like the ones they left; the dissatisfaction of parents with children in crowded classrooms or on double sessions.

### Working to Reduce Tensions

Some schools have already discovered helpful ways of working which reduce the tensions and bring about better understanding between citizens and the school. One important phase of this problem centers on making communication between school and parents a two-way street. Parents need information about schools. Likewise schools need information from parents. Schools need better procedures which help them to learn what parents think. Frequently, the language used in communicating with parents is a pedagogue of educators which is not understood and fails to communicate. This situation needs attention.

It is essential that programs be planned to involve long-term parent and citizen participation in order to bring about basic understanding and to secure the best permanent results. It is necessary also to reach all the public as well as parents. A variety of media, such as the radio, newspapers, television, pictorial bulletins, can and do reach many types of audiences. However, the conference emphasized that we must never lose sight of the fact that children are our best public relations contacts. What happens to them is of utmost importance to everyone. The conference stressed the importance of parents and teachers working together to improve education for children and indicated this as a focal point on which schools can center study with citizens groups.

The need was indicated for developing good leadership from both parents and

teachers. This, many persons indicated is one of the serious blocks schools face in solving their public relations problems. Taking people where they are and helping them to see, understand, and cooperate in change was a principle underlined, as affecting all work with adults. Resistance to change can be found on two sides of the fence, both among school staff and parents. More and more we must create a bridge between research and practice. This research forms a base for moving on to new practices. Its interpretation is essential for better understanding as we work with parents and citizens groups.

### Defense Activities and Schools

One of the most urgent of the problems discussed was: *What constitutes an educationally sound program of emergency activities and where does the responsibility for its establishment rest?*

Among the topics discussed here some have a direct bearing on our present defense period, others have a close relationship to it, still others are currently more pronounced but are actually long-term problems. These conditions affecting children were identified by the participants as: population growth, the increasing mobility of population, unemployment in certain areas, downward extension of schools because of working mothers, increased length of school year, difficulties in staffing schools adequately, school drop-outs, juvenile delinquency, use of narcotics, civil defense problems and the possibility of universal military training. All of these conditions need to be met in some way for they definitely affect children in and out of school.

The problem of education for civil defense was discussed from the point of view of making appropriate phases of it a regular part of the curriculum rather than a separate added-on item. Consultants from some States reported ways in which they are cooperating with civil defense committees in writing bulletins, giving information to pupils and parents, and taking inventories of school busses and cafeteria facilities.

It was agreed that children should be helped to have the kind of competencies needed for living today rather than always looking ahead to future contingencies. This means being able to meet emergencies as they arise with courage and adequate

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# The Family—A School Responsibility for the Nation's Defense

by Druzilla Kent,\* and Beulah I. Coon, Agent for Studies and Research in Home Economics Education

**W**E ARE NOW IN a period dedicated to defense. The program for defense, designed to protect the way of life which we cherish, requires the cooperation of every man, woman, and child in the Nation. Our basic social institutions, through close cooperation, can facilitate the contributions of these individuals.

## Production Must Be Increased

The program for defense demands tremendous increases in the production of goods for military and civilian needs. Increases in production demands increases in the labor force. Women constitute the major labor reserve in the Nation and over four-fifths of the women in the labor reserve are classified as homemakers. The number of women in the labor force with responsibilities for homemaking will certainly increase in the years ahead.

## Homemakers Needed in the Labor Force

At present, there are more married than single women in the labor force. The median age of women workers is 37 years. Over 4 million women workers, in 1949, had children younger than 18 years of age and 1½ million of these had children who were below school age. The great proportion of these working mothers came from married women living with their husbands and not from the ranks of the widowed, divorced, or separated. Considerably more than one-half, probably as many as two-thirds, of all women who are employed in full-time work today, can be assumed to be carrying the responsibilities not only of adequate and satisfactory performance on the job but also of maintaining a home for themselves and other members of their families.

\*Home Economics Education Service, U. S. Office of Education.

No nation has ever before faced a long-time period wherein women, the majority of whom are married and many of whom are mothers of children under 17 years of age, will constitute a significant part of the labor force. It cannot be stressed too emphatically that this situation is not to be regarded as an emergency affecting a small number of women for a short period of time. On the other hand, it is one which conservative leaders estimate may persist through a full generation and in which, based upon present trends, will be involved well over one-third of all the women over 14 years of age as well as one-fifth of the mothers of children under 12 years of age in this country.

Families are facing the necessity for making some very fundamental adjustments. Fundamental changes in one basic social institution create needs for changes in others closely associated with it. This is especially true of the home and the school.



The school is a logical source of information and preparation for boys and girls who must assume home responsibilities when parents are employed.

## Home Life and Family Efficiency

There is a definite relationship between a satisfying home life and the efficiency of family members. The success of homemakers who are employed full-time outside of the home will be reflected in our entire social and economic order. Society cannot afford to leave this success to chance. Nor can society afford to delay the development of plans to safeguard success until corrective measures are required. The problems facing these women and their families are such that they cannot be solved by independent family units.

The schools, production plants, and the families themselves are the groups most immediately concerned with any loss of efficiency on the part of women attempting to serve as workers and homemakers. Inefficiency in the home is likely to be reflected almost immediately by the quality of work of children in the school. Children whose meals are nutritionally inadequate or served at irregular hours, whose rest is insufficient, whose home situation is not conducive to study in the evening, whose families lack the time to provide the guidance they need, usually fail to make satisfactory progress in school.

## Responsibility of the Public Schools

The public school is the one local agency which is most likely to be in touch with all of the families in the community; certainly with those families where the mother is employed full-time outside of the home. The community has entrusted to the public school the responsibility of supplementing the efforts of the family in preparing the citizens of tomorrow. The school must be sensitive to any conditions that threaten to interfere with the family in the discharge of its functions and lay plans to help them deal with the situation before the threat is fulfilled.

The experiences of those communities where efforts have been made to aid employed homemakers to function more efficiently in their homes would indicate that the problems tend to fall into two major categories. Some of the problems are related to the physical environment of the home and the community, others to attitudes toward changing conditions. In either case, education is the key to the solution of the problems. Education is a continuous process and we acquire the ways

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*Here are suggestions for increasing the effectiveness of radio and recordings as teaching tools—by means of correlated activities which precede and follow the programs.*

**I**N CONSIDERING the use of radio and recordings as teaching tools, the modern teacher realizes that she must do more than merely interrupt a class period to listen to a program and leave the rest to the broadcast. Radio can no more teach of and by itself than can a blackboard or a map. But in the hands of a skillful teacher, a broadcast can serve as the basis for a stimulating and

ready to enjoy the program, and they expect to be interested.

But what precedes the broadcast and what follows it will determine the educational effectiveness of what they hear. They must be prepared for the program, usually by a class discussion which will enable them to correlate the content of the program with some aspect of the work they have been



A double purpose is served if the broadcast is utilized as a stimulus for other class activities, and these in turn knit the radio program more closely into the basic course of study.

memorable experience. It can arouse an interest, influence an attitude, or impart an emotional context to a group of facts.

It can be all these things because the students are predisposed in favor of the loudspeaker even before a sound issues from it. A large percentage of their after-school time is devoted, as numerous studies have established, to radio listening. They are

doing. Their listening should be given direction so that they will listen not only for pleasure, but with an ear open to recognize valuable information. They may take notes or not—and some will “doodle” inevitably, just as they do at home. On the whole, everything that can be done to support their absorption and concentration, their wholehearted attention to what is

# Radio and as Aids to Teaching

by Gertrude G. Broderick, Radio-TV Educator

coming from the loudspeaker, should be encouraged.

This will include a quiet room in which to listen, a good receiver tuned to the correct station some minutes before the beginning of the actual broadcast. Once the radio is properly tuned and the class is ready to listen, then there is need for an attitude of interest and absorption on the part of the teacher herself, even as she quietly takes the notes she will need to lead the activity that follows the broadcast.

There can be little value in listening to a broadcast unless the experience becomes part of the student's life through his own response and activity. There are scores of suggested activities prior to listening to a program, but some of the most important are:

1. Having students summarize what they know of the topic;
2. Listing things the class wants to know about the topic;
3. Looking at maps, specimens, models or articles related to the topic;
4. Studying the broadcast manual and attempting to carry out its suggestions.

During the broadcast, the teacher's role may include noting the children's reactions; listing unobtrusively on a side blackboard or on paper any difficulties in understanding revealed by puzzled faces or by questions; determining new aspects of discussion or new approaches to the subject which may occur to her; manifesting at all times an attitude of interest and enthusiasm.

Follow-up activities are an essential part of classroom listening. Post-broadcast treatment, while tremendously varied in nature depending on the subject, requires



# Recordings Teaching

TV Education Specialist, Office of Education



As a supplementary teaching device, student performance before the microphone emphasizes the value of good diction, the use of correct speech, vocabulary selection, correct pronunciation, and pleasing voice.

careful planning and an avoidance of repetition of the same technique or approach, week after week. If the follow-up period is used simply to test or drill the pupils on the facts they have acquired, enthusiasm is blunted and nothing new is contributed. The procedure of testing children on the subject matter of the broadcasts is not recommended. If, however, the

technique, particularly after programs employing that format;

2. Written résumé by pupils of the meaning the broadcast has had for them and questions which it has raised in their minds;

3. Taking excursions to places suggested by the broadcast;

4. Creative manual activities, such as drawing and construction of scenes or places

8. Making scrap-books for the series, illustrated by both original drawings and magazine clippings;

9. Dramatic interpretation of similar or related stories, either in the form of radio broadcasts or of classroom plays;

10. Collecting items for a hobby show related to the broadcast;

11. Organizing an assembly program on a subject related to the broadcast which will involve writing to guests, conducting interviews, etc.

Numerous other activities will suggest themselves as the teacher continues to use broadcasts in the classroom.

An important by-product of class listening is improvement of taste and development of discrimination. Pupils can be led gradually to listen more critically to the programs they hear at home. The teacher may well ask herself what observable influence radio—in school and out—is having on her pupils' lives, as well as on such types of classroom performance as reading, speaking ability and vocabulary, leisure time activities, work and study.

What has been said of radio as an aid to teaching applies equally well to recordings. By using recordings, the teacher has the added advantage of being able to use them precisely when she needs them. For the high school teacher particularly this resolves the conflict between the rigid class schedule, on the one hand, and the equally inflexible schedules of radio broadcasts on the other. Secondly, a teacher may pre-study their content, maturity level, and general suitability, thus insuring proper conditioning of her students for the utmost in listening experience. She likewise may

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A quiet room in which to listen, and a good receiver tuned to the correct station, will do much to insure absorption and concentration on the part of teacher and students.

broadcast is utilized as a stimulus for other class activities, and these in turn knit the radio program more closely into the basic course of study, a double purpose has been served.

Follow-up activities which have proved valuable to many teachers include:

1. Oral discussion, whether in simple classroom style or in simulated radio forum

mentioned in the broadcast; clay-modeling or puppet-making to re-create characters;

5. Supplementary reading suggested by the program, to further pupil's insight into the subject matter;

6. Writing original stories or poems based on the program or related areas;

7. Writing "additional scripts" for the series, along the lines of those heard, and producing them in class;

# Schools for Survival\*

by Earl James McGrath, U. S. Commissioner of Education

**T**HE PEOPLES of the world yearn for peace—for peace means survival. Wherever one travels in foreign lands, and in our own as well, one senses an atmosphere of tension and insecurity. Yet many hope that there may still be time to find a common basis on which the family of nations can live together in friendship and mutual help. The channeling of the energy which flows from this hope into concrete projects to increase international understanding is the most urgent task of our time.

Those who think the United States can isolate itself from the problems of the rest of the world are wrong. In a world in which one can eat breakfast one morning in Cairo or Buenos Aires and the next in New York no one can be unconcerned about the conditions of life and the activities of peoples in distant lands. The same planes which carry human beings can also carry epidemics, revolutionary thoughts, and—I regret to say—bombs.

Rapid communication and travel have stirred up the thoughts and the emotions of men in underdeveloped areas. Even those with little or no education, the severely underprivileged, are now realizing that they can enjoy a fuller life. This vision may cause peace, or widespread disturbance, or war. For if those who seek the better life can be given the education they need to realize their goals through the orderly means of social improvement rather than through violence, an era of peace and a richer life for all is in view. If their energies are damned up in frustration and dismay, or misguided by ignorance, the result will surely be aggression and destruction.

The United Nations, through its several branches, is energetically trying to improve the lot of men everywhere. The World

Health Organization is helping underdeveloped nations to attack their health problems. The Food and Agriculture Organization assists in the improvement of farming methods and in the better distribution of food. Other agencies supply technical assistance to spread the benefits of modern technology.

Without education, however, many of these activities must be futile. Hence, the United Nations Educational, Scientific, and Cultural Organization, UNESCO, is devoting a major part of its resources and its energy to raising the level of education throughout the world. More than half of the human beings alive today are illiterate. As long as such a large part of the earth's population can neither read nor write, the possibility of building a permanent peace is doubtful. Eventually all peoples everywhere must be capable of carrying on their own development in their own way, but with the recognition of their place in the whole international community. This will require universal basic education.

## A Two-Pronged Drive

To eliminate illiteracy and its attendant evils UNESCO has launched a two-pronged drive. One will try to establish universal compulsory, free education for children at least at the elementary level. The other will attack illiteracy among adults. The two must go forward together. For we cannot wait fifty years for the compulsory system of education of children to produce a literate adult population. At Geneva, Switzerland, in July of 1951, representatives of 43 nations saw the need for universal compulsory education. They pledged the efforts of their respective governments to establish compulsory, free schooling at least in the early grades. Nations like the United States and the United Kingdom, already having a basic compul-

sory education, agreed that efforts should be made in their countries to extend educational opportunities into the higher age brackets. (Plans were laid for the working out of this project over a period of years, with continuing talks among the educators of the countries represented at the conference.)

The task of educating the adults of these countries is in many ways more difficult—and yet more dramatic. Here steps have also been taken under the auspices of UNESCO. Six, or possibly more, centers are planned in various regions of the globe where teachers from many lands can learn how to teach adults, and to prepare special materials for this purpose. One such center is already in operation at Patzcuaro, Mexico. Another has been decided upon in Egypt. In Patzcuaro, men and women teachers from many Latin American countries are working and living together for a year or more while they cooperatively develop programs of fundamental education for adults in their own countries. This is truly a school for survival. The project approaches literacy training through the problems which people find in their own communities. A local approach to local problems may be said to be the motto of the Patzcuaro school. For example, the students in this school are working with the people of the neighborhood in improving sanitation by helping them build sewage facilities. Or they find that the village needs a new schoolhouse and proceed to enlist the villagers cooperatively in building it. Tied in with this practical work to improve the life of the community is instruction in reading and writing. The immediate goal of this instruction will be to give each person these basic skills of communication so that he can become a better worker, a better parent, a better citizen. But the long-run effect will be to provide that broad basis of understanding without which millions of men and women must walk through life in intellectual darkness. In their ignorance they can neither see nor grasp the story of the United Nations and its noble objective of peace for all men. All Americans must support these efforts to improve the lot of mankind generally through education. For these schools, and others to be established in the years immediately ahead, are truly schools for survival—for our own survival as well as that of our fellow men in other lands.

\*Broadcast by Dr. McGrath, New York City, January 27, 1952, over Columbia Broadcasting System.



# Counseling High School and College Students During the Defense Period

by Willard W. Blaesser<sup>1</sup> and Leonard M. Miller<sup>2</sup>

**T**HIS defense "era," generating new challenges and responsibilities for all, particularly the youth of the Nation, has made imperative the expansion and improvement of counseling programs in schools and colleges. Many institutions have taken important steps to this end. There is need, however, for more authoritative information concerning the military, educational, vocational, and other phases of service in the Armed Forces. Also, there is need for materials directed toward the further improvement and adaptation of counseling programs in high schools and colleges.

Commissioner Earl J. McGrath suggested, therefore, to the Secretary of Defense that the Information and Education Division of the Department of Defense and the Office of Education of the Federal Security Agency collaborate in the publication of certain materials. It was agreed that the Office of Education should take primary responsibility for the preparation of two bulletins—one for use at the college level and the other at the secondary level. It was decided that the Information and Education Division of the Department of Defense should take primary responsibility for the preparation of the source book containing detailed information about the five branches of the Armed Forces.

## Specific Writing Assignments

To make sure that the problems considered were those actually being faced by youth in these times, the Commissioner provided two advisory committees drawn from persons actually dealing with young people

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<sup>2</sup> Specialist, Counseling, Pupil Personnel and Work Programs, Guidance and Personnel Branch, Division of Vocational Education.

in colleges and high schools. Each group met in Washington, D. C., for 2-day sessions during June 1951. Each of the above writers was given specific writing assignments. Mr. Blaesser prepared the bulletin for use with college students, in collaboration with Mr. E. H. Hopkins, Associate Dean of Faculties, Washington University, St. Louis, Mo. Mr. Miller prepared the bulletin for use with high-school students.

## The College Bulletin

Although the college bulletin attempts to provide information which may enable most college administrators, faculties and personnel workers to be of increasing assistance to students, it is designed particularly for those faculty members who have responsibility for the counseling of students. It is felt that the potentialities of faculty members for widening educational service to students beyond the classroom are great, and that there is urgent need now to utilize more members of the college staff in assisting students in coping constructively with the demanding problems of these times.

Before the Bulletin was written Commissioner McGrath invited professional personnel and guidance associations and other interested national organizations on the college level to appoint representatives to serve on an Advisory Committee. These representatives, participating in a two day conference, provided first-hand information on the problems of college students and made recommendations concerning both structure and content of the bulletin. Later, each member of the Committee critically reviewed a tentative draft of the bulletin and suggested revisions.

The college bulletin stresses first that the principles, techniques, and objectives of student counseling are essentially the same

during a period of national defense as during any other period. It indicates, however, that there are some differences in emphasis and in setting, and then reviews some of the significant military, economic, and psychological pressures of these times. Despite the uncertainty of the times, it is urged that certain clear-cut assumptions be made, including the assumption that "thoroughly trained persons are most useful both to their country and to themselves, and that everyone should work to obtain the maximum education to prepare him for the most effective service."

An early section of the bulletin outlines a number of the policies of the armed services of particular concern to students and to members of college faculties. These include the role of the individual in a military organization, classification and other personnel policies, the off-duty educational and information programs.

## Services Are Recommended

The major part of the bulletin deals with the specific problems of students during a period of national defense and with a number of recommended institutional services and procedures. Illustrative sketches of actual student problems are incorporated; counseling emphases are suggested; and reference is made to certain related problems of women students. Suggestions for institutional adaptation are largely a compilation of recommendations made by administrators, faculty members, and personnel workers who have been dealing directly with students on campuses throughout the nation. It is emphasized that local circumstances will determine the appropriateness of any suggestion for a given college or university.

The high school bulletin presents first an overview of the nature of these times. It reviews the long-term military and defense production demands; some implications of the proposed National Security Training Corps; and long term civilian needs in education, manpower, and citizenship.

The second part concerns itself with the impact of these times on youth of high school age. It stresses the need for long-range planning, especially as it affects the educational, vocational, military, social, civic, and moral aspects of each student's life.

Specific suggestions are offered on how the high school may assist youth in adjusting to the situations and problems peculiar to these times. Topics of the following types related to the defense period are presented:

How to provide timely and accurate information about careers and educational services within the armed forces and in relation to civilian occupations;

How to assist students in acquiring pertinent information about themselves to be used in induction, classification, and training procedures;

Need for and ways of extending time and opportunity for counseling by counselors on a full-time or part-time basis;

Ways of coordinating and supervising placement services for full-time and part-time employment;

Implications for curriculum flexibility;

How to secure teamwork among youth serving agencies;

Suggestions for school staff meetings in carrying out their respective assignments related to the defense effort.

Since this bulletin is intended to indicate how local schools can assist pupils in solving their individual problems and answer pertinent questions, a question-and-answer section is included with questions of fact and judgment chosen from the proceedings of the Advisory Committee composed of selected representatives of counselors and school administrators dealing with high-school students.

The section on selected references includes not only books, bulletins, and periodicals but also films. Each reference is annotated. A special effort was made to include one or more references related to every major problem area students face in these times.

The materials and suggestions in this bulletin are those which every high school, small or large, should be able to use. Special care was taken to emphasize projects

which small high schools can put into practice without employing full-time specialists. The school administrators, after careful study of this bulletin, should, therefore, be able to assign to the most competent staff members various duties which are best suited to their interests and abilities.

### **The Source Book**

The Source Book entitled, "Students and the Armed Forces" will be distributed initially with both the college and high school bulletins. This is an authoritative compilation of information about the five Armed Forces—the Air Force, Army, Coast Guard, Marine Corps, and the Navy. It was prepared for use by the students, teachers, counselors, and administrators of the Nation's secondary schools and colleges. Although it does not cover all phases of military training in each of the Services, it does go into those parts dealing with the academic and occupational training opportunities. It also explains the Selective Service and enlistment procedures, and the religious, moral, recreational, and welfare programs. A bibliography of pertinent material is included. The specific areas covered are Selective Service procedures, enlistment procedures, personnel procedures, occupational training opportunities, educational opportunities—as part of occupational training, educational opportunities—voluntary, off-duty programs; opportunities for officer commissions, academic credit for service experiences, religious and moral guidance programs, and recreational and welfare programs.

Although printing costs and schedules have delayed the publication of these materials, it is hoped distribution will be made this Spring. A packet containing the high school bulletin and source book will be sent free-of-charge to every high school, State superintendent of schools, State supervisor of guidance, and counselor trainer. A packet containing a free copy of the college bulletin and the source book will be sent to one or more administrative officials in each college and university.

Additional quantities of each bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The nominal cost of these bulletins should make it possible for secondary schools and colleges to provide many of their teachers and counselors with individual copies.

## **RADIO AND RECORDINGS**

*(Continued from page 105)*

plan carefully for the post-broadcast listening discussion period.

There was a time when suitable recorded materials were not easily obtainable for classroom use, but today that situation has changed notably. Perhaps one of the largest libraries of educational recordings in the country is to be found in the Office of Education, and operated in cooperation with the Federal Radio Education Committee (FREC). The current catalog and supplement lists about 400 recorded programs which are suitable for use in a wide range of subject areas. A few of them are available only through purchase, but the majority of them may be borrowed for periods of two weeks without expense except for the return postage. All are 16-inch disks requiring special playback equipment with a turntable speed of 33 $\frac{1}{3}$  revolutions per minute.

Program materials in script form are described in the catalog of more than 1,400 scripts which are available on loan to teachers, radio stations, and civic organizations. Scripts, likewise, cover a wide range of subject areas and they may be borrowed without expense except for the return postage.

The Radio-TV Services of the Office of Education also assumes responsibility for keeping abreast of program materials as they are developed through the country and a list of sources of recorded materials is available on request. It is gratifying to note that a growing number of organizations are developing recordings particularly with a view to their suitability for classroom use.

As more teachers acquire skills in radio programming and utilization, new and better programs designed to fit the curriculum are bound to be developed. We are, in fact, limited only by our ambitions and creativeness—our ingenuity and sincerity.

### **Our Foreign Policy—1952**

A pamphlet titled *Our Foreign Policy 1952*, Department of State publication 4466, General Foreign Policy Series 56, is an objective statement concerning our foreign policy. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 25 cents.



## FLASH REVIEWS

(Continued from page 100)

istration, and others concerned with State financial administration.

**STATE PROVISIONS FOR FINANCING PUBLIC-SCHOOL CAPITAL OUTLAY PROGRAMS.** By Erick L. Lindman and Clayton D. Hutchins of the Office of Education, and Edgar L. Morphet and Theodore L. Reller of the University of California. Office of Education Bulletin 1951, No. 6. 170 pages. 40 cents. Constitutes the first comprehensive effort to analyze existing policies and practices of 19 States which participate in the financing of local schoolhouse construction. It presents evidence pointing to the need for properly developed State programs of financial support for capital outlay and summarizes some of the significant developments in this area. The Office of Education report of the study also explains the plans now in operation, analyzes those plans to show some of the strong and weak points, and presents some of the criteria that can safely be followed on the basis of experience and evidence collected to date. Attention is centered primarily on the financing of public-school plant programs.

## RESEARCH—EDUCATION'S GIBRALTAR

(Continued from page 98)

portant in all places or at all times; obviously, discretion is required in the distribution of one's efforts. But *until we establish better contact and understanding with our customers, we can hardly expect them to exhibit great interest in supplying the funds so badly needed for educational research.*

2. Organize research more effectively, in the interest both of validity and economy. There is, of course, room for the individualist's project in educational research; but there is more room for the large-scale, co-operative, coordinated project, that generally yields a greater volume of valid and applicable findings per dollar invested.

3. Provide effective *demonstrations* of improved practice. This probably requires, first, the concentration of effort in a few centers where favorable conditions can be obtained and maintained. Extension to other schools should be made *carefully*, and without undue haste—recognizing the fact that, in practice, many "bugs" are likely to be encountered in connection with a pro-

posed change; and these "bugs" require time for elimination.

4. Disseminate and promote the findings. Unless the findings of which *you* are aware are made plain to *others*, how much hope can we have for financial support from these others? Educators need to devote more time to educating their various publics or customers—truthfully, but energetically.

5. Finally, let us establish a closer liaison between research on the one hand and application on the other. Granted that application is best left in the hands of the "practicing school man" rather than the research team. Nevertheless, new research findings require "servicing" in their application, just as new and complicated machinery requires servicing by the manufacturer. A closer liaison between those versed in research and those versed in application should improve both research and application, to the great benefit of each other.

## Great Gains Are Possible

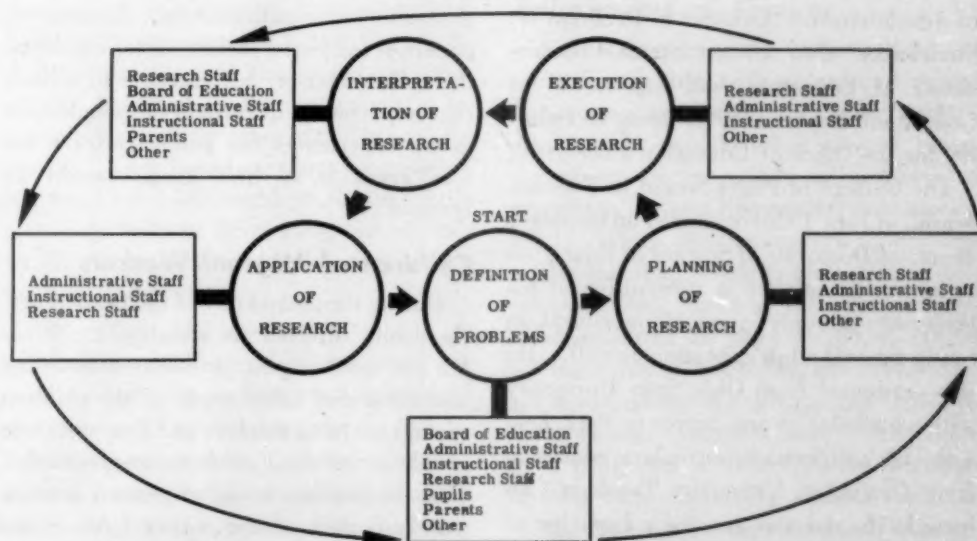
What I have been saying, in effect, is that educational research, to obtain more funds, must *earn* it, by greater efficiency and by more effective presentation. If research is to become, to a greater extent than it now is, the bulwark of education, it needs to make gains—large gains—in funds, in organization, in practicality of content, in validity, in applicability, in the skill with

which findings and conclusions are disseminated and "sold," in servicing the applications, and above all in recognition of what the customers want and believe.

*All these gains are possible.* Some lie wholly within ourselves to accomplish; e. g., we can work on what will satisfy the customers and the ultimate authorities, rather than on what will gratify our own intellectual curiosity, or our students' degree requirements; we can improve the validity of our work; we can take more time to "follow through" with consultation and advice on applications; we can—more than we have—coordinate our efforts and cooperate more fully. Other gains lie beyond our direct powers; but if we make the gains that we *can* make, we may expect others to respond to our needs with heightened interest and increased funds.

Ultimately, of course, the burgeoning of research and education depends not only on our own merits, but also on the Nation's productivity, and the proportion of that productivity which goes into the weapons of war versus the arts of peace. Assuming some success for our diplomacy, however, and an eventual rapprochement with Russia, further basic gains in education will depend largely on the wisdom and energy of those who are close both to education and to practical educational research. Let us remember—there is a good deal of ground to be gained.

## The Cycle of Research\*



\*Educational research is a continuous process. Practical educational research achieves greatest effectiveness when it elicits the interest and participation of all constructive groups.

## Cyril F. Klinefelter

DR. CYRIL FAIVRE KLINEFELTER, Consultant in Supervisory Training in Industry in the Vocational Education Division, Office of Education, since 1948, and formerly Administrative Assistant to the United States Commissioner of Education, died suddenly in the Federal Security Building while at work Monday afternoon (February 4). He suffered a heart attack.

Dr. Klinefelter entered Federal Government service in 1920. From a position as Assistant State Supervisor of Trade and Industrial Education in the Ohio State Department of Education, he joined the staff of the Federal Board for Vocational Education to serve as an agent for trade and industrial education in 12 of the central States. In 1927 he was named agent for States in the southern region. During the next 4 years he established a national reputation in special field service in the areas of foremanship and teacher training.

In the early 1930's Dr. Klinefelter was assigned full time to the staff of the Federal Emergency Relief Administration. He served as Assistant Director of the FERA Education Division. In this position he handled detailed administration of all phases of the programs of adult education, nursery school education, including responsibility for the budget of the Education Division and relief grants to the States for emergency education, rural school continuation, and college student aid.

In 1937 he was appointed to the position of Administrative Assistant to Dr. John W. Studebaker, then United States Commissioner of Education, and has served as Consultant, Supervisory Training in Industry for the Office of Education since 1948.

The College of Puget Sound in Tacoma, Wash., in June 1936, conferred an honorary degree of Doctorate of Science in Education upon Dr. Klinefelter in recognition of his leadership not only in vocational education but in general adult education as well. He was graduated from Ohio State University with a bachelor of arts degree in 1912, held a teacher's diploma in secondary education from Cincinnati University Teachers College, 1916, and was granted a bachelor of science degree in Education by Ohio State University in 1917.

## IMPROVING EDUCATION FOR CHILDREN

(Continued from page 102)

knowledge and skill. Knowledge can aid in dispelling fear.

The belief was expressed that the schools cannot leave it to chance that other agencies will protect the mental health and meet the other needs of our children during the present time. While cooperating with other agencies, the schools should assume the major responsibility for preparing children for meeting emergencies.

Discussion of the effects of the defense impact on children pointed up some of the pressing problems which confront educators as schools for children under six mushroom in many communities. Reports of these developments raised many questions which could not be discussed because of time limits. Interest in these problems prompted the scheduling of a special session for discussion of services for children under six.

Among the issues raised, the role of State Departments of Education in relation to nursery schools, child care centers and co-operatives was explored and clarified. Since standards for these privately operated groups include the certification of teachers, an educational program, adequate financing, housing, safety and sanitation standards, these problems often cut across the functions of State Departments of Health, Welfare, and Education and thus call for joint planning and interdepartmental decisions at the State level. It is important for State Departments of Education to seek discussion regarding their responsibilities in connection with the operation of good programs for young children. As some experiences for young children often condition the child adversely for entrance to school, the importance of providing wholesome group experiences for young children before entrance to first grade cannot be ignored.

### Children of Migrant Workers

During the second day of the Conference, the group directed its attention to: *What are the most urgent problems concerning education and other needs of the children of migrant farm workers and how can these problems be dealt with most effectively?* That the problem is one of general concern was indicated at the outset. All States except West Virginia and Vermont have migrant workers. Texas alone has approx-

imately 200,000 of which some 70,000 migrate at some period each year to other States. It is the education of the children of these workers that concerns all State Departments of Education.

The group agreed that one of the important problems was to determine the nature of educational programs that would meet the needs of these children in regard to appropriate experiences, adequate facilities, effective teaching, well-trained teachers, and extended educational resources including recreation and cultural opportunities and the like.

The second problem identified was the urgent need for finding the facts relating to the migrant workers—the need for specific information such as, what is the total number in each State? Where do they go? Where do they come from? What are the age and grade levels generally involved?

The need to determine effective techniques through which to assemble such information was the third important problem presented by the group.

Recognition of the interstate nature of the overall problem and of the need for coordinate, nation-wide effort in collecting data, led to the group's approval of the Office of Education's plans for presenting the problem to the Chief State School Officers and for holding several regional conferences to consider these problems as starting points in a continuing project. Qualified representatives from the several States will attend these conferences and assist in assembling data and in giving specific suggestions for developing an educational program to meet the needs of the children of migrant farm workers. As one phase of its program for improving education for children the Elementary Section is participating in a project on education of the children of migrant workers, details of which will appear in a future issue of *School Life*.

Interestingly enough, the analysis of the problem led the group to the conclusion that the steps taken to improve educational opportunities for children of migrant farm workers would directly or indirectly help to meet the needs of *all* children—another example of the overlapping that existed in all of the problems discussed.

### The 7th and 8th Grades

Another conference session dealt with: *What problems must be solved to provide*



*a more effective education for children in the 7th and 8th grades and what plans should be worked out to improve the education of these pupils?*

Much has been written and said about the characteristics of the 7th and 8th grades.

There was general feeling that while promising practices do exist in some places, the problem of meeting the special needs of this group has not been satisfactorily solved. Many educational programs for this group are "watered-down" high school programs. Buildings are often not designed to meet the needs. Equipment is inadequate. There is great need for taking the existing research, adding to it and using the findings to improve the following three phases of education at this level: (1) More adequate, appropriate and functional guidance from experts, teachers and parents. (2) Better school organizational set-up with regard to integrating these groups since bringing large numbers of the same age pupils together may sometimes create more problems than it solves. (3) Improved curriculum patterns by perhaps combining subject areas to avoid the great number of different teachers and subjects presently involved, by making it possible for pupils to remain with the same teachers over a longer period of time than one year, by providing a home-room teacher to act in the capacity of counselor or by other adaptations more nearly to meet the special needs, interests, aptitudes and other characteristics of these groups.

It was indicated that in order to accomplish these goals, more adequate teacher training, both pre-service and in-service, is essential; more careful selection of teachers is highly desirable; more research is needed to identify and describe good practices and better leadership training for those who administer and supervise the program is also greatly to be desired.

It is believed that the results of these discussions of various aspects of Improving Education for Children may be far-reaching.

## THE FAMILY—A SCHOOL RESPONSIBILITY

*(Continued from page 103)*

of behaving essential to successful adjustment to a new situation through learning.

Neither the family nor the school can solve all of the complex problems facing them by working alone or by working together; the entire community must under-

stand and work toward the solution of these problems. The development of an educational program designed to relieve conditions may be dependent upon the attitudes of the community toward women entering employment outside of the home.

The public school can render a service to the community it serves during the years ahead by keeping the community informed concerning (1) the extent to which homemakers are being employed outside of the home; (2) the problems facing these families, and (3) organizing educational programs designed to aid in the solution of these problems.

Through the instructional programs for day-school and adult students, the school can help in developing understandings in regard to changes taking place in our society. Youth and adults need to understand why homemakers are entering full-time employment outside of the home. They need to understand the demands created by the defense program and the facts about the manpower situation. They need to understand the relation of the community to the efficiency of this growing group of workers and the relation of the efficiency of these workers to the welfare of the community. They need to understand that production schedules cannot be maintained without the services of these women; that no amount of streamlining of production plants will compensate for the loss of efficiency of these workers resulting from worry over conditions in the home. They need to realize that ways must be found for helping homemakers function effectively in our production plants and, at the same time, maintain satisfying home situations. They need to explore the possibility for redistributing some of the household tasks usually regarded as the homemaker's responsibility among other members of the family. They need to explore the possibility, too, that other members of the family may need help in developing the abilities which will enable them to take over some of the household tasks.

The school can help communities in which large numbers of homemakers are entering full-time employment outside of the home realize the importance for developing some systematic means for (1) maintaining a continuous evaluation of the efficiency of this group of workers in either or both of their roles, (2) identifying those problems which seem to be interfering most

seriously with their efficiency, and (3) aiding in bringing about those changes which would seem most essential to any increase in their efficiency.

## Questions To Be Considered

The very existence of some of the problems interfering with the successful functioning of the employed homemaker may be inherent in the community. Most facilities and services designed to aid homemakers, for example, have been developed upon the basis of an assumption that homemakers would devote full time to the job of homemaking. It has been assumed that she would usually be in the home, that she would be free to shop during certain hours, that she could devote the early morning hours to getting the children ready for school and adult members of the family off to work and that she would be there ready to receive them at the close of the day. In homes where the entire family is away from home all day and the homemaker is working 8 hours daily in industry, the established services and their hours of operation may no longer be satisfactory. Such questions as the following may need to be studied by school and community representatives: Should schools and stores adjust their hours for opening and closing? Are community facilities for child care adequate? Do these families understand how to maintain adequate nutrition? Can the school and community groups help establish priorities for home equipment needed by employed homemakers in order to reduce time and energy required for doing household tasks, etc.?

## Adjustments of Services

A community-wide organization of agencies working with representatives of the women themselves, of labor and of management can do much toward bringing about any necessary adjustments of services or in providing new services needed by this group of homemakers.

The extent to which homemakers in our communities enter into full-time employment outside of the home will vary. There are few communities today, however, where all homemakers are giving full time to homemaking. Schools need to reexamine their programs in terms of the situation in their own community and, in the light of the findings, make those adjustments which will contribute to the more effective functioning of both school and family.

## New Books and Pamphlets

Susan O. Futterer, Associate Librarian, Federal Security Agency Library

*Adventures in Aviation Education.* A Research Report for the Use of Teachers and School Administrators. Prepared under the Guidance of the Committee on Aviation Education of the American Council on Education for and in cooperation with the Civil Aeronautics Administration. H. E. Mehrens, Director and Editor. Washington, D. C., American Council on Education in Cooperation with the Civil Aeronautics Administration, 1951. 401 p. Illus. \$3.50.

*Children and Youth At Work in 1951.* Annual Report of the National Child Labor Committee for the Year Ending September 30, 1951. Gertrude Folks Zimand, General Secretary. New York, National Child Labor Committee, 1951. 23 p. (Publication No. 407.)

*Clubs Are Fun.* By Mildred C. Letton and Adele M. Ries, Marie F. Peters, Editor. Chicago, Science Research Associates, Inc., 1952. 40 p. Illus. (Junior Life Adjustment Booklet.) 40 cents.

*Making An Inexpensive Sound Film (A Group Project).* By Richard G. Decker. Hamilton, N. Y., Published by the New York State English Council, 1951. 16 p. (Monograph Number II). Processed. 15 cents. (Order from: Richard G. Decker, Mont Pleasant High School, Forest Road, Schenectady 3, N. Y.)

*The Modern Rural School.* By Julian E. Butterworth and Howard A. Dawson. First Edition. New York, McGraw-Hill Book Company, Inc., 1952. 476 p. (McGraw-Hill Series in Education.) \$5.

*The Principal at Work.* Revised Edition. By George C. Kyte. Boston, Ginn and Company, 1952. 531 p. \$4.50.

*Red Letter Day Series.* (Monthly Suggestions for Planning Educational Activities for Special Days). By Nellie Zetta Thompson. Washington, D. C., Marketing Research Services Incorporated, 1952. 16 p. pamphlets. 35 cents each or any three for \$1. (Order from: Marketing Research Services, Inc., The Windsor Park, Suite 619, 2300 Connecticut Avenue NW., Washington 8, D. C.)

*Education and National Security.* By the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, and the Executive Committee of the American Council on Education. Washington, Published Jointly by the Educational Policies Commission and the American Council on Education, 1951. 60 p. 50 cents single copy.

## Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

*An Experimental Study of Two Methods of Long Division.* By Kenneth G. Fuller. Doctor's, 1949. Teachers College, Columbia University. 76 p.

*A Study of the Attitudes of the Parents of Vine Street School Children With Respect to Conferences and Report Cards.* By Raymond J. Tomaszewski. Master's, 1951. University of Michigan. 57 p. ms.

*Health Programs in Schools of Nursing; A Study of 10 Schools of Nursing.* By Faulkner N. Robinson. Master's, 1949. New York University. 93 p. ms.

*In-service Training in Mental Hygiene and Child Study, Jim Wells County, 1945-46.* By C. A. Thormalen. Master's, 1949. Texas College of Arts and Industries. 43 p. ms.

*Personality Traits of the Opposite Sex Admired and Disliked by Adolescent Boys and Girls.* By Violet R. Balastra. Mas-

ter's, 1951. University of Cincinnati. 118 p. ms.

*The Effect of Experience on Nursing Achievement.* By Rachel L. M. McManus. Doctor's, 1949. Teachers College, Columbia University. 64 p.

*An Evaluation of the Culture Unit Method for Social Education.* By Wanda Robertson. Doctor's, 1950. Teachers College, Columbia University. 142 p.

*A Prediction Study in the New York State College of Forestry Using First Term Grade Average as the Criterion.* By Jackson O. Powell. Doctor's, 1950. Syracuse University. 162 p. ms.

*A History of Vocational Education and Vocational Guidance in Hesse, Germany, During the United States Occupation, May 1945-January 1948, with Backgrounds Forward from the Roman Occupation.* By Erwin Dingman. Doctor's, 1949. New York University. 476 p. ms.

*An Investigation of the Values of Some Factors Influencing Student Achievement.* By William W. McBeth, jr. Master's, 1951. Indiana State Teachers College. 33 p. ms.

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